



Wychwood School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Author: SWD, MC, AKJ, MS

Last Review: November 2020

Date of Next Review: November 2022

Wychwood, Oxford is committed to providing equal access for all pupils to a broad, balanced and relevant curriculum, recognising that pupils with special needs may at times require a different or more specialised programme than the majority of girls of the same age, in part or in all of their school work.

In accordance with our Mission Statement that:

- we aim to provide education of the highest quality in a well-rounded and happy environment
- our small size and family atmosphere allow us to achieve the best possible outcome for each individual girl without intense pressure;
- we are deeply committed to producing young people with integrity, a strong sense of self-worth, independence of thought and the confidence to build careers and personal lives that will do them great credit;

we place a high priority on the need to provide the best education for such pupils, no less than for girls who display no learning difficulties or other problems.

The purpose of this policy is:

- to ensure that all pupils with special educational needs and disabilities (SEND) are identified and supported in the school
- to ensure that there is support for teachers to meet the learning needs of all pupils
- to ensure that appropriate resources are available for pupils with temporary or long-term special needs
- to work effectively with parents in supporting all pupils with SEND

This Policy has regard to the **Special Educational Needs Code of Practice 2015** (CoP), the **Disability Discrimination Act 2005** (DDA), and **The Education (Independent School Standards) Regulations 2015** and should be read in conjunction with the School's **Admissions Policy, Disability Inclusion Policy, Equal Opportunities Policy** and **Accessibility Plan**.

The policy is reviewed annually by the Head, the member of the Board of Management with an interest in SEND (ASh) and the SENDCo and ratified by the Board of Management.

Policy Summary:

1. **General definitions**
2. **Information:**
Admissions; Inclusion and individual lessons; Facilities and Resources; Finance; Examination Access Arrangements
3. **Roles and responsibilities:**
Board of Management; Head; SENDCo; Support teachers; all staff
4. **Identification, Assessment and Provision:**
Identification; Support and Monitoring; Education Health and Care Plans (EHC plans)
Referral for Assessment; Statements; Transition arrangements
Academically Able and Talented Pupils
5. **Staffing and external links:**
Staff list; INSET; Professional development and training
6. **Future developments**
7. **Appendices**
Annual Checklist for Provision Monitoring for SEND at Wychwood
Information page from English Handbook
Differentiation in Practice- a document of advice gathered from best practice at Wychwood.
IEP and Access Planning and Examination monitoring forms

1. General Definitions

According to the **Special Educational Needs Code of Practice 2015**:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 16.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' (CoP p. 15).

Special Educational Needs therefore refer to any circumstances resulting in an individual pupil requiring **additional** or **different** help in order to take full advantage of the educational opportunities offered to pupils of the same age.

The Equality Act 2010 defines a person with a disability as follows:

- (1) A person (P) has a disability if—
 - (a) P has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Schools must make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.

The five Principles of **Every Child Matters** are:

1. that children stay safe.
2. that they are healthy.
3. that they enjoy and achieve.
4. that they make a positive contribution.
5. that they achieve economic well-being.

In the context of SEND, the third objective is particularly important.

Those identified with Social, Emotional and Mental Health needs (SEMH) will be added to the SEND & SEMH list with permission from parents and where appropriate an IEP/PP created by the SENDCo with parents and shared with staff in order to ensure the girl's needs are met.

All information is kept secure and confidential in line with latest GDPR regulations.

Throughout this Policy the term Special Educational Needs and Disability (SEND) is used.

2. Information

a) Admissions

Girls with special needs are admitted to Wychwood according to the same criteria as other pupils, provided that admission is compatible with the provision of efficient education for the pupils with whom they will be educated, and the efficient use of resources.

Interviews, discussion with parents, Assessment reports and liaison with junior schools will endeavour to identify any special needs prior to the Entrance Examination.

Access arrangements for the Entrance Examination will observe any recommendations made in Educational Psychologists' reports, including the granting of up to 25% extra time or the use of a computer.

b) Inclusion and individual lessons

Girls with Educational Psychologists' Assessments may not be required to study a Modern Foreign Language to GCSE. Individual support lessons may be held during these periods in a class timetable.

Every effort is made to ensure that girls do not miss any academic, creative or practical lessons for individual support lessons. Free periods, early morning, lunch times and prep times may be used.

c) Facilities and Resources

There are no special facilities at the school for pupils who are physically disabled, nor any special units. Most individual support lessons are held in Mouse Hole which houses

the books and other resources used for Literacy and Subject support. A list of these resources is filed in the English Department Handbook.

d) Finance

Individual support lessons are charged to parents. Lessons missed by girls with no prior warning and for no adequate reason may be charged. Any Assessment by the School's Dyslexia Consultant, an Educational Psychologist or another specialist may be recommended and facilitated by the School, but will be financed by parents. This may be directly between the parents and the consultant, psychologist or external specialist or the School may pass on an invoice or add the costs to the pupil's termly school account.

The short courses on Study Skills are charged to parents.

There is an annual allowance to purchase resources or training.

e) Examination Access arrangements

Access arrangements follow the regulations issued annually by the Joint Council for Qualifications and are allowed, if ratified by JCQ. A report from an Educational Psychologist or other specialist with a recognised qualification who has an established working relationship with the school and which details written recommendations may be used to support an application for up to 25% extra time in GCSE and A Level examinations, provided there is clear evidence of need in normal working practices. Girls who require such access arrangements are closely monitored to assess need in each subject; they are given extra time in school examinations and may be granted extensions for written preps and coursework.

Requests for Access arrangements involving use of a scribe, computer, reader, rest breaks, practical assistant or more than 25% extra time must be submitted to the JCQ either at the beginning of a course leading to an external examination or as the need arises and, if granted, must be followed throughout the course with written records kept by the SENDCo.

Detailed written records of all assessments, provision in normal working practices, examination invigilators' records and extra time requirements for each candidate are kept by the SENDCo for immediate inspection by visiting Examinations Inspectors.

When girls are granted extra time or other access arrangements the subject staff and support teachers ensure that practice in revision skills and examination techniques enables candidates to use the arrangements confidently and beneficially.

f) Record keeping

Records of all SEND assessments and provision are kept by the SENDCo.

In addition, the SENDCo maintains detailed records for each girl on the annual SEND lists, including copies of all correspondence, IEPs/Pupil profiles, records of meetings, statements and reviews, changes of provision, communication with parents and Examination Access records.

Assessment scores where relevant may be held on the school database and individual pupil records.

g) Complaints

Any problems with SEND provision should be raised initially with the SENDCo who will arrange a meeting to discuss the issues. Parents of pupils with SEND whose concerns cannot be resolved in this way should refer to the “Worries and Complaints (for Parents)” information sheet in the New Girls’ pack. The school has a formal Complaints Procedure, details of which are available on request.

3. Roles and responsibilities

a) The Board of Management

The Board of Management seeks to ensure that the needs of all pupils are met and that provision made for girls with SEND is adequate and secure. The Member of the Board with a special interest in SEND is Dr Ann Sharpley.

b) The Head

The Head has the responsibility for the day to day management of all aspects of the school, including provision for girls with SEND. These responsibilities are met in collaboration with the SENDCo and other members of staff.

c) SENDCo

The Special Needs Co-ordinator is Mrs Mary Stephenson.

The SENDCo’s responsibilities are:

- to work with the Board of Management and the Head to determine and evaluate the school’s SEND Policy.
- to oversee the day-to-day operation of the SEND policy and devise systems for implementing it.
- to co-ordinate provision for girls with SEND and monitor the work of support teachers.
- to maintain regular consultation and discussion of progress of all girls with SEND.
- to compile IEPs/Pupil Profiles and maintain the records of all pupils with SEND.
- to liaise with and advise subject and pastoral staff and to contribute to the in-service training of staff.
- to inform and liaise with parents of girls with SEND and with SENDCos of junior schools.
- to liaise with external agencies, educational psychologists, and other specialists.
- to attend training and maintain awareness of research and developments.
- to forward relevant information to universities or other secondary schools.
- to interpret specialist assessment data and use it to inform practice.
- to liaise with the LEA over-EHCPs and chair annual and transition reviews.

d) Support teachers

Support teachers provide individual tuition which is charged to parents.

Support teachers assist in the identification of needs and work in collaboration with class teachers, developing methods appropriate to individual pupils. They help to provide effective learning strategies and extend the skills of their pupils, reinforcing and

consolidating the work covered in class. In collaboration with the SENDCo, specialist support teachers produce detailed IEPs/Pupil Profiles yearly which set targets, indicate resources, monitor progress and attainment and inform parents.

e) All staff

All teachers are teachers of pupils with special educational needs. The Code of Practice 2015 makes it clear that the first responsibility for identifying and providing for a pupil's special educational needs lies within the ordinary classroom. All teachers must be aware of their pupils' special needs and take steps to plan and deliver their teaching in an effective and appropriate manner.

All staff have access to a copy of the Special Needs area of the Staff Shared area, which includes this Policy, and "Differentiation: How we meet the needs of all learners", a detailed practical guide to a range of special needs, including advice on classroom teaching, prep setting, marking, resources and internal examinations. There is a small library of books on Special Needs kept in the staff library; others may be borrowed from the SENDCo.

Concerns about the progress of any girl or relevant information from parents should be discussed with the SENDCo, Form Teacher, and Progress Tutor or raised at a staff meeting. Specialist support teachers are available for liaison, advice and consultation, both informally in the staff room and formally at review meetings. Progress Tutors and subject teachers have access to relevant IEPs.

4. Identification, Assessment and Provision

Usually on admission and always on discussion with the pupil, her parents, the support teacher and any relevant specialists, the level of support is agreed and the girl is placed immediately at the appropriate stage of the SEND list. Support at this level is continued for as long as desired; the list may include girls in need of temporary support but without the usual criteria to be listed with SEND.

The SEND list is compiled and updated as required by the SENDCo and given to all relevant staff on each update.

a) Identification

Early identification and assessment for any girl who may have SEND is a priority. Parents are requested to inform the School of Educational Psychologists' Assessments made in earlier years or former schools. Reports from previous schools, educational psychologists' reports, medical advice and discussion with parents are all used in the identification of SEND. Girls may be observed in class in Year 6 of primary school by the Director of Studies and SENDCo and procedures for admission are set out in the School's Admission Policy and Disability Inclusion Policy.

Copies of Educational Psychologists' and other specialists' Assessments are kept in the main school files and by the SENDCo. Where assessments appear outdated, or not supplied, the SENDCo may request to carry out a literacy assessment (Lucid Exact) to gain an up to date picture of need. Each September a summary of all girls with SEND monitoring or provision is given to the whole staff by the SENDCo and details of individuals' provision are amended as necessary in staff meetings during the year.

IEPs/Pupil Profiles are available to staff together with Educational Psychologists' reports in the SEND folder in the Staff Shared area of the school intranet.

b) Support and Monitoring

The key test of the need for action is evidence that current rates of progress are inadequate. Subject teachers use differentiation to make reasonable judgements of what may be considered "adequate progress" for each individual pupil within their curriculum area and Progress Tutors monitor each girl's progress across all subjects.

Adequate progress may be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers.
- prevents the attainment gap growing wider.
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of the class.
- matches or improves on the pupil's previous rate of progress.

When progress is not adequate, concerns are discussed with the SENDCo and at a staff meeting to explore whether it would be advisable to take additional or different action to enable the girl to learn more effectively.

Parents are made aware of any concerns by the SENDCo and individual support lessons may be recommended. These lessons could involve general tutorial support and study skills, specific literacy or mathematical support or additional help in any subject.

Girls receiving individual support lessons but with no current Educational Psychologist's Assessment may be named in the SEND List. Intervention monitoring plans showing specific targets, resources, attainment and progress for all courses of support lessons are compiled by the support teachers and SENDCo. Interventions & progress are reviewed every half term and if appropriate new outcomes are set. Copies of the intervention plan and the review are sent to parents and available on each girl's SEND file. Support lessons may be discontinued after consultation with the support teacher, the girl and her parents.

Also listed in this list are details of girls with previous difficulties or assessments of which the staff should be aware, but who are now at the stage of making adequate progress without specific individual support. Their inclusion in list ensures that all staff are aware of the possible need for differentiation.

Pastoral support from the staff or the school Counsellor may be offered to girls showing emotional or behavioural difficulties.

Difficulties in the areas of personal organisation or skills may be addressed by pastoral support from Form Teachers, Progress Tutors and Housemistresses. Where these issues arise from

conditions such as Asperger's Syndrome and ADHD, it must be recognised that most staff are not qualified in mental health issues and specialist help may then be considered. The housemother system may also offer support to individual girls with needs in social and personal areas.

c) Documentation

Some girls listed in the annual SEND list will have in place a current Educational Psychologist's Assessment or other specialist recommendations and full documentation. They may be receiving individual support lessons with IEPs/Pupil Profiles and in most cases qualify for Examination Access arrangements. Some girls may have an EHC plan.

Class teachers will use differentiation in consultation with support teachers and SENDCo, especially in areas involving written coursework. Detailed records will be kept of all assessments and the use of access arrangements in internal and external examinations.

d) Referral for Assessment

Girls may be referred for assessment as a result of a discussion of concerns at a staff meeting and after consultation with parents. They may be referred for assessment by the school's dyslexia Specialist or to any other Educational Psychologist or specialist. The SENDCo can advise on choice of an appropriate specialist or Educational Psychologist. If the results of the assessment are to be used to support an application to JCQ for access arrangements then in line with the latest regulations the SENDCo must organise the assessment and complete Form 8 section 1 prior to the assessment and send it to the assessor. Independently commissioned assessments cannot be used to support access arrangements.

e) Statements or Education, Health and Care Plans

If a girl with a statement of SEND or EHC is admitted to Wychwood, the school will take into consideration the advice and provision recommended in the statement. The SENDCo will liaise with the LA, parents, pupil and external specialists named in the appendix to the statement and chair annual and transition reviews to which all relevant parties are invited.

There is no additional internal school funding for a pupil with an LEA Statement/EHC Plan. Parents will be charged for any additional individual support required.

f) Academically More Able and Talented Pupils (prior to 2012 Gifted and Talented Pupils)

The school understands "academically more able" to apply to pupils who consistently achieve or show the potential to achieve excellent results across a range of areas; they learn quickly and efficiently and have the capacity to extend their learning beyond the range of most of the class. Such candidates are likely to be on the Honours List. "Talented" denotes a pupil with a particular strength in one area which is not matched by ability or notable achievement in other subjects. This area is not necessarily academic – it can be sport, dance, drama, art, music etc.

Identification of such pupils is a result of discussion at staff meetings, analysis of examination results and MidYIS data, standardised assessment quotients and national competitions such as the Maths Challenges. A staff co-ordinator seeks to identify pupils regarded as Academically Able (AA) or Talented, tracks their progress and makes recommendations for appropriate differentiation or extension activities, including out of school activities and opportunities.

Suggestions for differentiation and for encouraging the able under-achiever are included in "Differentiation: How we meet the needs of learners" (see Appendix A), a document drawn up by the SENDCo and based on experience and best practice in Wychwood and current research.

5. Professional development and training

The literacy, study skills and tutorial support teacher is Mrs Rosemary Trace.
 The general in class support teacher & SEND literacy specialist is Miss Yvonne Roberts
 The Mathematics support teachers is Mrs Julia Hess.
 Visiting consultant dyslexia specialist is Ms K Macdonald SpLD (Hornsby Institute).
 The Literacy support teacher is Mrs Carola Beecham.
 Ms Julia Woods is used for Emotional Literacy support.
 Ms Maria Davis is the School Counsellor.

The SENDCo holds contact details of educational psychologists and other specialists known to Wychwood. Copies of assessor qualifications are held by the SENDCo and a copy is attached to each report in each girl's SEND file.

All staff are made aware of new concerns, identified girls' needs, Assessments and any developments in SEND provision by the SEND list, the sharing of baseline Assessments and IEPs and regular updates by the SENDCo at full staff meetings and in induction sessions.

Summaries of salient points and relevant advice from Educational Psychologist's reports is given by the SENDCo as appropriate at staff meetings. Staff have access to the relevant documentation in the SEND folder in the shared area of the school intranet.

Specific INSET training is given by the SENDCo or the visiting specialists as part of the routine programme of staff INSET.

The SENDCo attends courses such as those run by the GSA, Learning Works, the Dyslexia Association and the JCQ in order to keep abreast of new developments and legislation. Support teachers attend relevant courses to extend their knowledge and skills.

If a girl is admitted to Wychwood with a diagnosis and SEND with which the school is not currently familiar, additional, specialist advice and training is sought for example in cases involving physical or medical disability, impaired sensory difficulties, children in need of SALT (Speech and Language Therapy) or with ASD (Autism Spectrum Disorder). The SENDCo keeps contact details of specialists who have visited or advised.

6. Future developments

- To improve the use of ICT resources for individual SEND pupils and purchase additional software.
- If the need arises in the case of an individual girl, to develop the use of a dedicated TA in classroom lessons.

7. Appendices

- a) Differentiation: How we meet the needs of all learners – a document of advice gathered from best practice and research at Wychwood.

Appendix a)



Wychwood School

SEND POLICY

Appendix A Differentiation

How we can meet the needs of all learners

A document compiled and written by Mary Stephenson (SENDCo) & Dr Moira Donald by gathering ideas, research, experience and best practice from all staff and subject areas at Wychwood.

July 2019

Differentiation at Wychwood, Oxford takes place in all lessons to ensure that each and everyone of our girls is able to access the curriculum and feel confident in their success as a learner. Effective differentiation helps girls to realise their potential. The aim of differentiation should be personalised, such that each girl is able to work to secure maximum learning and engagement. Our policy takes into consideration the implications of the SEND Code of Practice (0-25 years) 2014.

All teachers work towards achieving quality first teaching and inclusive teaching practices. Differentiation is central to effective teaching and learning. Students at Wychwood, Oxford have a wide diverse range of abilities and for some students English will be their second language.

For girls identified as having SEND issues detailed strategies are written in their IEP. This appendix is supplementary to the information detailed in their IEP.

Expectation is an extremely important part of differentiation; staff will have high expectations of all girls and challenge each individual to make maximum progress. Effective differentiation will be a natural part of all planning for teaching and learning with the underlying focus to always be as to how the proposed activity will allow pupils to make progress. There is no single model that can be adopted, the very purpose of differentiation is personalisation and will depend on the learners in the class. The SENDCo will ensure that all staff have access to information about all learners and their differing needs. Staff will be expected to have read and acted upon strategies detailed in the IEP and the SEND and SEMH list in accordance with the DfE

Teachers' Standards 2011/2013 part one, number 5. Staff will also be briefed about those girls with strengths in specific areas.

Three key aspects of differentiation will be based on:

- The girl's readiness to learn (what they have learnt already and what they are ready to learn)
- Learning needs (how the girls learn best and their learning profile)
- Interests (what inspires and motivates girls to learn)

Differentiation should be *active* and *varied throughout* the lesson. The following list is not exhaustive and further examples can be found on the *staff shared drive T:\SEND and ACCESS INFO FOR STAFF\SEND Resources, the Differentiation Deviser by Mike Gershon*

Suggested differentiation strategies (Taken from Mike Gershon, (2013) How to use differentiation in the classroom: The complete guide, Mike Gershon)

Hot seating

This involves the girl or a team in the 'hot seat' being asked questions about the topic being studied.

Every student is able to access the task, information is presented to the students through speech, other students can help out where questions are more challenging and show links between ideas.

Open activities

The teacher sets guidelines as to what needs to be achieved but the girls decide how to go about meeting them.

E.g. Girls are provided with a question or a statement and they are asked to answer in a way that they see fit. *For some students a scaffold may need to be provided to help them to get started and the availability of word banks may be useful.*

This approach will allow for girls to engage in many different ways and encourages independent learning.

Stepped activities

These contain a series of stepped activities where the level of activity gradually increases.

This will allow girls to be challenged throughout and make progress. The various steps should involve a variety of activities so that different strengths are catered for. The pace at which students progress will depend on the individual's needs.

Options

This involves providing girls with a range of options from which they may choose in order to complete a task.

For example the teacher may give a statement and the girls have the choice as to whether they prefer to respond in an essay, a cartoon strip, a poster or a speech.

The options can be divided into categories and the girls asked to pick one from each category. This will ensure that answers are varied. Alternatively this is a means of looking at something from different perspectives.

This allows for girls to pick the method most suited to them and plays to their strengths. Options can vary in difficulty and girls will be encouraged to challenge themselves.

Group work

Girls work in small groups to complete a task that is usually completed individually. E.g. An essay or the answer to an exam question. Girls could be given a range of stimulus and asked to respond to it as a group.

Group work allows the workload to be shared and so girls can focus on what they are good at and learn from other group members. Knowledge and understanding is created and built upon together and group work involves discussion making the task more accessible to some students.

Where the girls work together on a task, when deciding on groups consideration should be given to the activity and how grouping will best support learning outcomes. Careful consideration should be given to the roles that girls take within the group and with the planning of individuals in the group.

Pair work

This involves girls working with a partner in much the same way as group work. Paired work could be used as a snowballing activity where pairs work on their own at first and then join with another pair to share their understanding. The level of task given to each pair can be decided by the teacher and careful planning will allow access to learning for all girls.

Mini groups allow everyone to take part and judicious seating will allow the teacher to create pairings that consist of girls who can help as well as stretch and challenge each other.

Discussion

This may take the form of whole class discussion, paired discussion and group discussion.

Discussions are more likely to engage all students and speech is a good precursor to writing as it helps to stimulate ideas and order thoughts. Girls are exposed to different ideas and perspectives. It is then easier to transfer these ideas to the written word. For some students a prompt sheet in follow up writing can be helpful as well as a list of key words and definitions. Discussions also help develop understanding when copies of notes are given rather than copying from the board. *(In a survey of Remove, March 2019, all reported that discussions helped them to learn)*

Card sorts

Girls are provided with a collection of ideas related to a particular topic. On each card there is different information. The girls are asked to do certain things with the cards. These could include:

- Discussion with a partner about what is interesting
- Ordering of cards from the most to the least important
- Categorising the cards
- Matching the cards
- Connecting the cards together

Pupils can work individually or as pairs. For example on the topic of human rights a card on the right to life, the right to privacy, the right to move freely etc. They could be asked to rank them in order of importance, give examples from reading they have done on the subject relating to each card or simply discussing and finding out what each card means and writing a definition.

Girls are provided with something tangible that they can hold and move and this contrasts with the abstract manipulation of ideas that takes place. This allows learning to be more accessible for all and they can visualise their thinking. All girls will develop a basic understanding and there is opportunity to stretch and challenge by linking ideas and using examples.

Worksheets

These can be used in different ways.

1. Create a set of different worksheets categorised according to difficulty, from concrete to abstract.
2. Create a series of worksheets that move on from one to another.
3. Create a single worksheet that gradually increases in difficulty. Latter questions could involve 'What if?' or evaluative or comparative type questions.
4. Create worksheets that include open ended or research-based tasks so that girls can choose the route they wish to take, these maybe slightly off topic to encourage wider thinking and motivation
5. Create worksheets that provide options or choices for the girls

The first three examples give all students the opportunity to learn and be challenged. The last two can act as a starting point for those girls who have strengths in other areas.

Details as to the presentation of worksheets can be found under T:\SEND and ACCESS INFO FOR STAFF\SEND Resources on the staff shared drive.

Student presentations

Girls are divided into groups and given a topic to work on that needs to be presented to the rest of the class. Success criteria is set to act as a guideline and this works best when the topics given are diverse.

This allows students to engage with material at their own speed and although the guidelines for success give some structure, they allow for some diversification. This allows access to learning

for all students as well as stretch and challenge. Girls are also able to learn from one another and can present from their own perspective.

Case studies

These contextualise abstract ideas and provide tangible demonstrations of concepts in action. Case studies may be a film, a presentation, a newspaper article, a decision or even an event. They allow focus to be retained and scope for analysis.

Concepts are brought to life and girls are able to relate to things around them. This helps to create links and will help with those who struggle to retain information. Girls can look at something small in order to understand something big and helps demystify complex topics.

Discovery learning

Girls are encouraged to discover facts and relationships for themselves. The teacher facilitates learning so as to create situations in which students might discover and work things out. Students will follow their own paths once the teacher has given them the starting point. Discovery learning can be highly circumscribed or left open. For example, the starting point could be the answer and the girls are asked to work out the question.

For example giving snippets of information about an event that happened, giving a design brief, or giving basic materials/resources from which to create a story or an experiment.

Here girls are able to direct their own learning and so it is more accessible to all. Knowledge is presented as provisional rather than fixed and pupils are encouraged to be independent learners rather than being led by the teacher.

Task mixture

Here girls are given a mixture of tasks to complete. Each task will be asking something slightly different. This gives girls many opportunities to play to their strengths and in turn will help them to feel more confident when faced with more challenging tasks.

Variety increases motivation and interest and different tasks involve different types of thinking so girls will be stretched and challenged in a number of ways. This will see them interacting with content in a variety of ways. There will also be opportunities for research on something that is 'off topic' so as to engage those who are more secure in certain areas.

Envoys

The class is divided into groups and each group is given a set of questions to investigate. The group is given a set of materials needed to complete the task. It is timed and at the end of the time, the group elects an envoy who moves onto the next group and teaches them what they have found out. The activity continues until all the groups have been visited by every envoy. The teacher may provide a proforma for note taking.

This allows girls to learn from each other and makes information more engaging and accessible. The role of the envoy maybe taken on by a student who is more secure in their knowledge and so it is an opportunity for them to be stretched and challenged as they will have to think carefully how they communicate the information that they have.

Activity Stations

There are a number of stations set out around the room and each station has a different resource or task attached to it. They could range from a case study, an object, a card sort to a laptop with a video. Girls rotate in small groups around each station, this providing them with different ways to engage with the topic. Their journey could be supplemented with a proforma and for some girls there could be the opportunity to link or develop ideas further.

Girls will be motivated, interested and stretched at whichever point they start. It will provide multiple opportunities for them to get to grips with key concepts and develop their understanding.

Questioning

These can be tailored to individual girls on a one to one basis or part of a whole class discussion. The teacher is able to support those who need it and also stretch and challenge others. Hands down, where students are instructed not to raise their hands when answering a question often helps as all students are engaged and questions appropriately directed rather than the same students being asked.

An alternative to hands down is the use of lolly sticks whereby the lolly sticks are numbered and a question is asked and then a numbered lolly stick is chosen from the pot and the student whose number is picked is asked to share their answer.

Questions that promote reasoning encourages girls to think in a rational way. A good approach can be to ask them to think about it on their own, then after a short period of time discuss their ideas with a partner. They could then move about the class to see if there is anything new that they can add to their ideas. The class can then be brought back together and ideas shared.

This promotes reasoning and engages all girls, it also provides challenge for all as they are asked to reason their ideas. It also helps them to absorb good practice.

Modelling

This involves physically modelling what you want girls to do. This could be images on a handout, providing an example of what something should look like, directing them to a page in the book, on a website, listening to something or an example in the room or on the wall/outside etc.

Showing the meaning of verbal and written communication gives learners a supplemental way through which to access information. This means that they can check how they have interpreted the words. If they can check they will feel more confident. Where various models are shown, this can encourage some students to be challenged.

Visualise & Verbalise

Before you ask girls to start a task get them to:

On their own: Close their eyes and think about what they are going to do. Imagine it in their head – what it will look like on the page, how they will set it out, what they will include, how long it will be. (1 minute)

With the person next to them: Share their ideas (30 seconds)

Do the task: Then ask students to start the task. Some girls may like you to spend a minute with each just asking them to 'talk through what they are doing'.

Teachers may need to revisit some girls if they seem to be struggling during the lesson.

This helps students who find coming up with ideas, closing eyes helps them to focus on just the question or task you have set, getting started on work, those with slower processing speeds to get started more quickly as they are not having to cope with writing down their ideas, thinking about spelling, the way their work looks, how much they have written. For others it allows them greater scope to be creative, to explore different and more challenging ideas.

Flipped lessons

This is where girls are assigned videos to watch or reading to do as prep in order to learn about an upcoming topic in class, rather than being assigned prep about a topic learned in class that day. They may be asked to prepare notes, a presentation, a short film about the topic.

This approach allows girls to work at their own pace and those that may have processing issues can watch and re-watch videos or clips as many times as needed and so are better prepared for the lesson and those who need to be challenged have the opportunity to extend their understanding. Flipped learning provides students with different ways to learn.

In the lesson, girls may answer questions on the topic in the form of a discussion or group work and are able to contribute ideas and knowledge; learn from each other as well as interact socially and develop team skills.

Further extension

Where further extension is needed suggestions include:

- Select an appropriate peer-reviewed article on a subject of interest to the pupil and ask them to read and critique it
- Find out what they have read on your subject, or suggest a book at an appropriate level for them to read on a subject of interest and ask them to write a review as if for a journal – what the book was about, whether they would recommend it to other readers etc
- Suggest they write an essay in English (or French/Spanish if they are MFL UT and above) on a subject not in the curriculum. Examples: 'Men/women are born free, but are everywhere in chains'. Discuss' or 'Works of children's literature often feature orphans. Why do you think this is the case? Discuss, citing examples with which you are familiar.'

- Set a challenging examination question from an AS paper (if UT/Shell) or an undergraduate essay (if in Study) on a topic that they have met already at a lower level. (spiral curriculum)
- Discuss a research project they could undertake on a subject of interest to them that could be entered for an award or prize.
- Give students philosophical problems to grapple with eg. What can we know? What makes us human? Is everything caused by something else?
- Present students with examples of bad reasoning.
They must analyse the example, explain why it is bad and then improve it.
Extend by giving students a particular fallacy or rhetorical device which they must work into a piece of reasoning.
Subsequently ask students to refute this faulty reasoning effectively

Examination and test considerations for SEND & SEMH

Timing

At KS3 it may not be appropriate to allow extra time because of tiredness or timetable practicalities. Other strategies include:

- cutting a question or reducing number of questions;
- cutting sections throughout the paper to allow all areas to be tested;
- designing the paper so that later questions are less important in content or take longer to do;
- tests may be completed at an individual girl's own rate.

Adjustment may be made in the marking of exams at KS3

- percentage marks out of a reduced total.
- mark more for communication than accuracy and do not penalise spelling.

At KS4 up to 25% extra time is allowed to girls as per JCQ regulations. School exams at KS4 must include this allowance. Girls will be fully briefed and will have practised how they wish to use their extra time.

Suggestions include:

READ!

Read the instructions and the question slowly. Take time to take in what each part is asking you to do. Read the question again if you need to – be sure you understand what it is asking you.

PLAN!

BEFORE you start writing your answer jot down a couple of points relating to the question in the margin or on the paper. Simple short points - even just odd words. Underline key words in the question, maybe even re-write them at the side. This will help you to focus. These will help you to make sure that you answer the question that is being asked.

READ IT THROUGH!

QUIETLY read your answer through to yourself. Does it make sense?

READ the question again – have you addressed the key points & words in the question?

CHECK!

Proof read your work – CHECK for capital letters, full stops etc. Does it make sense?

